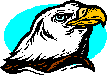
**LEA: Warren County School**

**DRAFT**



**Mariam Boyd Elementary School**

**203Cousin Lucy’s Lane ~Warrenton, NC 27589~ Tel. 252-257-3695/Fax 252-257-0163**

**Plan Year (2011-2012)**

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| *From GS § 115C-105.27: “The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”* |

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| **School Position** | | | **Name** | | | **Committee Position** | | | | **Signature** | |
| Principal | | | Canecca Davis | | |  | | | |  | |
| 5th Grade Math | | | Katrinka Newman | | | **Chair/ 5th Grade Representative** | | | |  | |
| Kindergarten Teacher | | | Paula Scott | | | **Pre-K /K Representative** | | | |  | |
| 1st Grade Teacher | | | Patricia Riethmeier | | | **1st Grade Representative** | | | |  | |
| 2nd Grade Teacher | | | Willistine Williams | | | **Co-Chair /2nd Grade Representative** | | | |  | |
| 3rd Grade Teacher | | | Teresa Green | | | **3rd Grade Representative** | | | |  | |
| 4th Grade Math Teacher | | | Gail Coleman | | | **Representative** | | | |  | |
| EC Teacher | | | Angela Vaughan | | | **Secretary /EC Representative** | | | |  | |
| Media Specialist | | | Sheila Scott | | | **Electives Representative** | | | |  | |
| Teacher Assistant/ Teacher Assistant of the Year | | | Elaine Smith | | | **Instr. Support Representative** | | | |  | |
| Guidance Counselor | | | Teresa Gwyn | | | **Support Staff Representative** | | | |  | |
| Parent | | | Tonya Carter | | | **Parent Support Representative** | | | |  | |
| PTA President | | | Jacqueline Roberson | | | **Parent Support Liaison** | | | |  | |
| NCSU Principal Fellow | | | Ebony Jason | | | **Admin. Representative** | | | |  | |
| NCSU Principal Fellow | | | Ryan Hurley | | | **Admin. Representative** | | | |  | |
| EC Teacher Assistant | | | Brenda Patton | | | **PAC2 Representative** | | | |  | |
| Teacher Assistant | | | Carlotta Woodard | | | **PBIS Representative** | | | |  | |
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| **State Board of Education Goals – Future-ready Students for the 21st Century** | | | | | | | | | | | | |  |
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| **Goal 1 –** North Carolina public schools will produce globally competitive students. | | | | | | | | | | | | |  |
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| **Goal 2 –** North Carolina public schools will be led by 21st Century professionals. | | | | | | | | | | | | |  |
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| **Goal 3 –** North Carolina Public School students will be healthy and responsible. | | | | | | | | | | | | |  |
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| **Goal 4 –** Leadership will guide innovation in North Carolina public schools. | | | | | | | | | | | | |  |
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| **Goal 5 –** North Carolina public schools will be governed and supported by 21st Century systems. | | | | | | | | | | | | |  |

**School Vision and Mission Statements for Mariam Boyd Elementary School**

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| **Mission:**  It is the priority of Mariam Boyd Elementary School to empower each student to realize his or her full potential and achieve their personal best. This foundation will enable each student to become a lifelong learner who is prepared for the challenges of the 21st century. |

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| **Vision:**   |  |  | | --- | --- | | **Priority Goal 1 and Associated Strategies**  **DRAFT** | | | **Area for improvement and supporting data:**  Closing The achievement gap. There is a significance gap between white students and minority students (black/Hispanic) on both reading and math EOG assessments. | | | **School Goal 1: Raise performance composite test results for minority students by 15% on EOG tests in reading and math**  **Supports the district goal:** WCS will prepare students for the 21st Century. | | | **Target :** | **Increase minority student performance to close the gap by 15%.** | | **Indicator:** | **EOG results for reading, math and composite score** | | **Milestone date:** | **June 2012** | | Goal 1 Improvement Strategies – Identify research-based strategies whenever possible. | | |  | **Strategy: Continue using intervention strategies within the classroom to support student learning** | | **Strategy 1:** | *Developing structured instructional groups*  Action Step 1. Continue departmentalized reading, math, science/social studies in grades 4-5.  Action Step 2. Continue to provide support for teachers on facilitating math, reading and science blocks and small group interventions  Action Step 3. Implement PEPs for Level 1 and 2’s and additional designated students based on teacher judgment/data support  Action Step 4. Collect and analyze all achievement data, including formative assessment | | **Strategy 2:** | **Strategy: Incorporate small group learning to support non-proficient students.** | | Action Step 1. Teacher professional development(strategies/book study/technique share)  Action Step 2. Use data analysis to provide detailed support for reading needs  Action Step 3. Use quarterly assessments data analysis to provide detailed support for math needs  Action Step 4. Use benchmark assessments to provide detailed support for all areas of need | | **Strategy 3:** | **Strategy: Small Group tutoring for remediation and acceleration** | | *Use of extended day tutorial sessions*  Action Step 1. Incorporate Spring tutoring program (reading, math and science)  Action Step 2. Tutors will facilitate small group instruction in conjunction with classroom teachers to provide focused support on identified student needs based on assessments |   Mariam Boyd School's faculty and staff are committed to providing a comprehensive and balanced educational program for all students. We envision students being taught sequentially through diagnosis, instruction, remediation, and enrichment. We envision students learning critical skills that will guide their future successes. It is our belief that student success is strengthened by a collaborative partnership among the home, school and community. |

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| **Priority Goal 2 and Associated Strategies** | |
| **Area for improvement and supporting data:**  Adequate Yearly Progress: Students n various sub groups make inconsistent yearly growth on performance goals. | |
| **School Goal 2: Raise performance growth in all subgroups to meet all target goals.**  **Supports the district goal:** WCS will prepare students for the 21st Century. | |
| **Target :** | **Increase student achievement to represent yearly progress of target goals according to AYP status results.** |
| **Indicator:** | **EOG results for reading, math and composite score** |
| **Milestone date:** | **June 2012** |
| Goal 2 Improvement Strategies – Identify research-based strategies whenever possible. | |
|  | **Strategy: Identify specific target areas of improvement** |
| **Strategy 1:** | Action Step 1. Continued use of DIBELS/ 3-D reading assessments  Action Step 2. Implement silent sustained time of reading school wide for 30 minutes daily.  Action Step 3. Identify similarities and differences in learning styles  Action Step 4. Utilize data sources, observations and Evass prediction model to create individualized plans for improvement. |
| **Strategy 2:** | **Strategy: Utilizing Data to identify areas for staff improvements** |
| Action Step 1. Review and share data with teachers  Action Step 2. Develop a process for teachers to share strengths/weaknesses in weekly professional learning community meetings  Action Step 3. Use quarterly assessments data analysis to provide detailed support for improvement needs |
| **Strategy 3:** | **Strategy: Challenge high performing students** |
| Action Step 1. Provide differentiated instruction based on student needs  Action Step 2. Use ability grouping where appropriate  Action Step 3. Qualify students for AIG program and lower grade level Nurturing groups |

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| **Priority Goal 3 and Associated Strategies**  **DRAFT** | |
| **Area for improvement and supporting data:** Every teacher will have the skills to deliver 21st century content in a 21st century context with 21st century tools and technology that guarantee student learning. Increase rigor and relevance for the total school population | |
| **School Goal 3: Every student will use technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing global environment.**    WCS will prepare students for the 21st Century. | |
| **Target :** | Increase student achievement in reading and math by 15% |
| **Indicator:** | EOG results and composite scores |
| **Milestone date:** | **June 2012** |
| Goal 4 Improvement Strategies – Identify research-based strategies whenever possible. | |
|  | **Strategy:**  Increase literacy for all students with a continued focus on lesson planning and delivery of reading/math intervention strategies that are designed with purpose and based on student need. |
| **Strategy 1:** | Action Step 1. Teachers will work to integrate technology in class lesson  Action Step 2. Teachers will work in collaboration with the Golden Leaf school based technology facilitator to enhance technology skills within the classroom |
| **Strategy 2:** | **Strategy:**  Increase mathematical understanding, problem solving, inquiry, and integration as we link assessment to instruction and learn about students’ mathematical thinking with a high priority on essential lesson planning |
| Action Step 1. Teachers will integrate technology across the curriculum to ensure N.C.SCOS technology skills are addressed.  Action Step 2. Teachers will also utilize available technology in daily lessons.  Action Step 3. Teachers will utilize technology to communicate and facilitate global awareness. |

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| **Priority Goal 4 and Associated Strategies** | |
| **Area for improvement and supporting** [data](data:Expand)**: Expand character development strategies to create learning opportunities that address student’s social, emotional and academic growth. Provide opportunities for students to build and use character/citizen skills** | |
| **School Goal 4: By June 2012, 100% of students will engage in character education and service learning through curriculum instruction**  **Supports the district goal:** WCS will prepare students for the 21st Century. | |
| **Target :** | **By June 2012, students will engage in civic education, character education and service learning through curriculum integration** |
| **Indicator:** | **Reduction of behavioral referrals, increase in attendance and student achievement increase** |
| **Milestone date:** | **June 2012** |
| Goal 4 Improvement Strategies – Identify research-based strategies whenever possible. | |
|  | **Strategy: Implement PBIS with fidelity.** |
| **Strategy 1:** | Action Step 1. Analysis/improvement of Eagles for rewards  Action Step 2. 10 minute meeting sharing feedback at staff meetings  Action Step 3. PBIS Training for Staff, Parents and Students  Action Step 4. Analysis of referral data/ Strategic planning for improvement |
| **Strategy 2:** | **Strategy: Provide opportunities for students to participate in service learning** |
| Action Step 1. Provide opportunities for teachers to learn about service learning  Action Step 2. Students will participate in one service learning activity during the year  Action Step 3. Build new community partnerships to support service learning |
| **Strategy 3:** | **Strategy: Implement school-wide and classroom-level activities to support the monthly district character traits.** |
| Action Step 1..Opportunities for teacher collaboration to develop lessons for character  Action Step 2. Administration will highlight a character trait of the month  Action Step 3. School will recognize students/staff who exhibit outstanding behavior (monthly basis)  Action Step 4. School will align PBIS goals to monthly character traits |

**Mariam Boyd Elementary School** School Improvement Plan ***DRAFT***

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| **Goals** | **Activities/Action:** | **Expected Outcome/Evidence:** | **Resources Needed:** | **Timeline** | **Addressed Element from 2010-11 Needs Assessment** |
| I.  By the year 2012 the percentage of K-5 students scoring proficient or above in math will increase from ---- to --- as measured by EOG scores and benchmark assessments | **Strategy 1:**  **Strategy 2:** | By 2012, students proficient in math will increase proficiency from ---- to ----- as measured by K-5 2011 benchmark assessments and EOG scores. |  | **Milestone:**  June 16, 2011  Quarter 1: Percentage of students on grade level K-2 according to performance and component math assessments Percentage of students in 3-5 scoring proficient and above on the math benchmark. Weekly results from common assessments showing non-mastery, partial, or mastery of an objective. Data from Classscape assessments and formative assessments.  Quarter 2: Percentage of students on grade level K-2 according to performance and component math assessments Percentage of students in 3-5 scoring proficient and above on the math benchmark. Weekly results from common assessments showing non-mastery, partial, or mastery of an objective. Data from Classscape assessments and formative assessments.  Quarter 3: Percentage of students on grade level K-2 according to performance and component math assessments Percentage of students in 3-5 scoring proficient and above on the math benchmark. Weekly results from common assessments showing non-mastery, partial, or mastery of an objective. Data from Classscape assessments and formative assessments. | 1. Analyze multiple forms of data to provide specific interventions, remediation, and enhancements for students and to plan instruction.  6. Focus and align the multiple opportunities for professional development to student learning needs based on formative and benchmark data. |
| II.  By 2012, the percentage of K-5 students scoring proficient in reading will increase from -- to -- as measured by EOG scores | **Strategy 1:**  *Structure instructional groups in grades K-5*  1. There will be daily 90 minute blocks of literacy in grades K-3  2. Continue departmentalized reading, math, science/social studies in grades 4-5.  3. Continue to provide support for teachers on facilitating reading blocks and small group interventions  4. Implement PEPs for Level 1 and 2’s and designated students  5. Implement intervention and enrichment during and after school  6. Collect and analyze all achievement data, including formative assessments  **Strategy 2:** *Use of daytime tutors in upper grades*  1. Hire additional daytime tutors for grades 4-5  2. Tutors will facilitate small group instruction in conjunction with the math teacher to provide focused support on identified student needs based on assessments | In the 2010-2011 school year, students proficient in reading will increase from -- to-- as measured by K-5 benchmark assessments and EOG scores. |  | **Milestone:**  June 16, 2011  Quarter 1: Benchmarks, Clas  Quarter 1: Percentage of students on grade level K-2 according to performance and component math assessments Percentage of students in 3-5 scoring proficient and above on the reading benchmark. Weekly results from common assessments showing non-mastery, partial, or mastery of an objective. Data from Classscape assessments and formative assessments.  Quarter 2: Percentage of students on grade level K-2 according to performance and component reading assessments Percentage of students in 3-5 scoring proficient and above on the math benchmark. Weekly results from common assessments showing non-mastery, partial, or mastery of an objective. Data from Classscape assessments and formative assessments.  Quarter 3: Percentage of students on grade level K-2 according to performance and component reading assessments Percentage of students in 3-5 scoring proficient and above on the math benchmark. Weekly results from common assessments showing non-mastery, partial, or mastery of an objective. Data from Classscape assessments and formative assessments. | 1. Analyze multiple forms of data to provide specific interventions, remediation, and enhancements for students and to plan instruction.  6. Focus and align the multiple opportunities for professional development to student learning needs based on formative and benchmark data. |
|  |  | Decrease office referrals for buses and classroom by June2011. |  |  |  |
| IV. |  | By June 2011, at least 50% of students will engage in character education and service learning through curriculum instruction. |  | **Milestone:**  June 16, 2011  Quarter 1: Surveys, Calendar or class events, district board meetings Quarter 2: Surveys, Calendar or class events, district board meetings Quarter 3: Surveys, Calendar or class events, district board meetings |  |

**Needs Assessment Identified areas of needed improvement:**

1. Improve the quality of teaching by:

o Ensuring rigor and challenge are evident in all classes;

o Questioning for higher order thinking;

o Implementing formative assessments strategies.

2. Analyze multiple forms of data to provide specific interventions, remediation, and enhancements for students and to plan instruction.

3. Differentiate classroom instruction to match student learning needs, develop concepts at a higher level, and encourage creativity.

4. Provide and display rubrics and exemplars for projects and class assignments to clarify expectations for students.

5. Integrate technology in the classroom through student-centered activities.

6. Focus and align the multiple opportunities for professional development to student learning needs based on formative and benchmark data.